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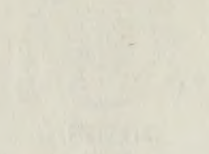
Courses of Study

Grades IX, X, XI and XII

MODERN LANGUAGES



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COURSES OF STUDY

For

Grades IX, X, XI and XII

In

Collegiate Institutes, High, Vocational and Continuation
Schools and for Grades IX and X in Public
and Separate Schools

FRENCH

GRADE IX

The study of French in Ontario schools has two main objectives: an understanding and appreciation of the French people, to be gained through the medium of their literature, and ability to communicate with them in their own language. It is recognized that these aims can be only partially achieved at any stage of instruction, and no ideal programme impossible of realization is being proposed. A progressive step in modern language study has already been made in our schools by the recent increase in the amount of reading, and it is believed that very much more can be accomplished if a still greater transfer of emphasis is made, especially in the early stages.

Instead of making grammar an end in itself, it is proposed to make it a means to an end. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. Formal or theoretic grammar should be replaced by functional grammar, all the essentials of which should be covered in the first two years. The learning of formal rules is less important in this period than is the observation of examples; yet it is essential to learn paradigms and to aim at accuracy throughout. A careful study of the ways in which words and forms are combined into phrases, and phrases into sentences, will be a natural preparation for the more formal study of grammar in Grades XI, XII, and XIII.

Reading for enjoyment and understanding should be the first and constant concern of the pupil. He will learn to read by one method alone and that is by reading, and he should be given every encouragement by being supplied with interesting and well-graded reading material. In this way his enjoyment will be sustained and his sense of power will be steadily increased. He will have a progressive growth of interest in the literature of the people whose language he is studying, in their psychology, manners, customs, history, institutions and ideals, and this acquaintance with a civilization different from his own will give him a broader outlook and make him a better citizen.

While the ability to converse and to write in French has less cultural value than the ability to read, and may be a less permanent possession, it is recognized that this objective is of genuine importance in itself and that progress in its

achievement is attended by an excellent mental discipline. Moreover, the desire to express oneself in a language other than one's own is quite natural, and indeed is almost universally the primary interest of the beginner in language study. Full advantage should be taken of this interest by making as much oral use of the language as possible in the classroom. Indeed, except for the explanation of the essentials of grammar and the occasional necessity for translation at the outset, there will be very little reason for the use of anything but French throughout the course of instruction. Naturally, the utmost simplicity of expression is all that can be expected in Grade IX. It should always be remembered, however, that French is a living language and is of practical value, especially in Canada. Only when it is kept living in the classroom, can any real success be hoped for in instruction.

By the end of the secondary school course the pupil should have a much higher degree of efficiency in both comprehension and expression than he now attains, and in the process of acquiring this power he should make a thoroughly enjoyable acquaintance with the literature and life of the people of France and French Canada. Whereas in the past he has had difficulty in reading the 800 pages required, it is believed that the new method will enable him to read almost twice this amount with ease in the course of his five secondary school years. In this programme the ultimate reading objective for the five grades should be 1,500 pages, i.e., 100 pages in Grade IX, 200 in Grade X, 300 in Grade XI, 400 in Grade XII, and 500 in Grade XIII. This increase by 100 pages each year would seem reasonably progressive. It is believed that all the objectives mentioned can be attained through the use of "Basic French" (Copp Clark Company). It is recommended that the whole book be covered in Grades IX and X. The first twelve lessons should constitute the work of Grade IX.

Before using this text-book in the classroom the teacher should spend about four weeks acquainting the class with the method of forming the French sounds. The names of classroom objects as well as expressions used in the classroom should be taught by the direct method, and these should be incorporated into the exercises on the sounds. The phonetic symbols for the sounds should be taught, and the pupil should be able at the end of this preliminary stage to make all the sounds with reasonable accuracy and know what sound each symbol represents. Before the introduction of spelling at the end of this period, he should have gained some facility in reading simple phonetic transcription of words and phrases with which he has become familiar. However, no actual phonetic transcription on the part of the pupil should be required at this stage.

The attention of the teachers is called to the fact that a new method of approach is necessary. As little translation as possible should be used in the first few lessons and this should rapidly diminish until only the occasional word will be translated. It will be found that the text contains such an abundance of simple material, so much repetition of vocabulary and grammatical application that the pupil's progress will be rapid and easy. The teacher should read the French aloud and simultaneously the pupil should read it silently. The teacher should give necessary explanations in French as early as possible. Only points in grammar need be explained in English; some teachers may find that they can get satisfactory results by making these explanations in French. Pains should be taken to enable the pupil to make an immediate contact with the French text without the use of English in any form.

Question and answer in French should be used to help the pupil fix the forms and expressions in his mind. Reading aloud on the part of the class, individually and in concert, should also be done to a great extent. Reading in unison gives the timid pupil confidence. Accurate pronunciation should be insisted upon at all times. Additional exercises will have to be supplied by the teacher; but only as much translation from English into French should be done as will ensure accuracy of comprehension and expression. The "Conversations" should be memorized and dramatized. Short passages, only words and phrases at first, should be given for practice in dictation. Later, longer passages from the text might profitably be used. Simple exercises in free oral and written composition based on the text should be given.

NOTE I:

Pupils who have shown in Grade IX that they have no ability in the study of French should be advised against continuing this subject in Grade X of the General Course.

NOTE II:

Vocational Schools in which French courses have already been organized for their special needs are not required to adopt the new course of study unless they so desire.

NOTE III:

If the course for Grade IX (the first twelve lessons) has not been completed, it should be completed with Grade X classes before the regular course of study for this Grade is attempted.

GRADE X

The programme as outlined for Grade IX will be continued in Grade X, the remaining fourteen lessons of "Basic French" constituting the course of study.

It is again emphasized that the objective in reading is comprehension. By the end of Grade X the pupils should be able to read simple French with pleasure; there should be no occasion for the laborious effort of fitting together individual words. The stories to be read are so carefully graded, progressing so slowly in vocabulary, idiom, and construction that translation of the text would be a sheer waste of time and would actually retard the development of the pupil's power of comprehension. Questions in French to be answered in French, first orally and then in writing, should be continued as a means of testing comprehension. It is suggested that the pupil write on the blackboard the answer he has just given orally. The work of the rest of the class need not be interrupted while he is writing his answer, but the written answers should be corrected before the end of the class period. This practice in simple oral and written composition, begun in Grade IX, will gradually increase in scope. In addition, the pupils should be encouraged at this stage to use the French they already know to explain simple expressions in the text. They should even be asked to give in their own words the content of short passages.

Increasing emphasis should be placed on dictation and oral reading. Constant attention should be given to accurate pronunciation. The individual sounds of the language formed the subject of study in the first year; now the centre of interest should be the sounds in combination: word grouping, liaison, stress, and intonation. The pupils should read in concert and individually, observing and imitating the rhythm indicated by the teacher.

Special stress is laid on the verb in the section of "Basic French" to be covered in Grade X. The verb is the most important part of the French sentence, and by the end of this year of study the pupils should have a thorough knowledge of all forms of the regular and irregular verbs contained in the text-book.

Additional exercises will have to be supplied by the teachers as is the case in Grade IX.

GRADE XI

NOTE: Pupils who have been promoted from Grade X to Grade XI in June, will commence the Grade XI course in French at the beginning of the school year in September. Any part of "Basic French" that has not been covered should be completed as outside reading by the pupils, under the guidance of their teachers.

In Grade XI emphasis will be placed for the first time on the *writing* of French. The foundation for this has been laid in Grades IX and X by reading 300 pages of carefully graded texts and by doing easy written and oral exercises based on the material read, in the process of which a knowledge of functional grammar has been acquired. In learning to read simple French with pleasure, the primary objective of the first two years of the course, the pupil has become familiar with a basic vocabulary of approximately 1,300 words. The learning of paradigms has been insisted upon, the necessity for a thorough knowledge of all forms of the regular and of the principal irregular verbs being stressed particularly in Grade X. Hence the next step, the active application of the grammatical principles, is a natural progression and should present no great difficulty in Grade XI.

In Grades IX and X, the teacher's efforts have been directed toward enabling the pupil to *understand* French. Now the special endeavour will be to give him the power to *express* himself in French. Translation from English into French will be introduced, and there should be some practice in the writing of free composition, necessarily very simple in character.

The text-book to be used in Grades XI, XII, and XIII is Travis and Travis, "Cours moyen de français," published by Clarke, Irwin and Company. The first fifteen lessons should be covered in Grade XI. Attention is called to the fact that phonograph records have been made to accompany the book. Information as to where these may be obtained, etc., is given in the Preface.

While special attention is now to be given for the first time to the writing of French, the other phases of the study of the language must not be neglected. Abundant opportunity for oral practice should be provided through the medium

of question and answer, oral reading, dictation, and the memorization of selected passages. The pupil should be required to pass some type of oral examination in Grades XII and XIII.

Reading is of primary importance. The ability to read ordinary French with the occasional use of a dictionary is the objective for this stage. In Grade XI the pupil should read 300 pages, of which it is suggested that 65% be prose, 30% drama, and 5% poetry. A list of texts is appended for guidance in the selection of reading material, but teachers should be free to use any other texts which they may consider suitable. In their selection teachers should bear in mind that it is desirable to acquaint the pupil with the life and customs of the people whose language he is studying.

At least seventy-five pages should be read *intensively* in class. The texts selected for this should not be of the *simplified* type. Direct reading for comprehension should continue to be the practice. There should be no translation from French into English unless it is felt to be necessary in elucidating a special difficulty.

Some of the texts listed are of the "plateau" type, that is to say they are approximately on the same "level" of difficulty in the matter of vocabulary and grammatical construction as *Pierrille*, the novel contained in the last part of "Basic French." These simplified texts are indicated by an asterisk and should be used only for *extensive* or outside reading. This does not preclude the selection of other texts for this purpose.

By the end of Grade XI the pupil should have acquired a *passive* or *recognition* vocabulary (i.e., for reading purposes) of at least 2,000 words of highest frequency as listed in Vander Beke's "French Word Book" (Macmillan) or Landry's "Graded French Word and Idiom Book" (Copp, Clark). His active vocabulary (i.e., for the purpose of expressing himself in French) should be about half this number.

Vocational Schools will follow the above outline for classes enrolled in the General Course. These schools have the privilege of organizing courses in French best suited to the requirements of the other courses which they offer (e.g., Household Arts, etc.). In High Schools of Commerce and in the Commercial Course of other Vocational Schools, a course in Commercial French adapted to the special needs of the individual schools should be provided.

TEXTS

Class Reading (Intensive)

Audoux:	Marie-Claire à Villevieille
Bruno:	Le Tour de la France par deux enfants
Dumas:	Les Trois Mousquetaires
Erckmann-Chatrian:	Le Trésor du vieux Seigneur
France:	Abeille
Labiche:	Les Petits Oiseaux
	La Grammaire
Verne:	Voyage au centre de la terre

Short stories such as,

Daudet:	La Chèvre de M. Seguin La Dernière Classe La Mule du Pape Les Vieux
de Maistre:	Les Prisonniers du Caucase
Maupassant:	Mon Oncle Jules

Outside Reading (Extensive)

*Bazin:	Les Oberlé (ed. Haygood)	Heath (Copp, Clark)
*Bond:	Graded French Readers	Heath (Copp, Clark)
*Daudet:	Le Petit Chose (ed. Limper)	Heath (Copp, Clark)
de Sauzé:	Contes gais	Winston
*Ford and Hicks:	Elementary New French Reader A New French Reader An Alternative French Reader Le Trésor de Châteaueux	Dent Dent Dent Dent
*Gobel:	Quelques nouvelles histoires	Houghton, Mifflin
*Halévy:	L'Abbé Constantin (ed. Pollard, Cochran and Eddy)	Heath (Copp, Clark)
Hedgcock and Hugues:	L'Année française	Clarke, Irwin
*Hills and Dondo:	Contes dramatiques	Heath (Copp, Clark)
*Malot:	Sans famille (ed. Meade, Cochran and Eddy)	Heath (Copp, Clark)
Meilhac et Halévy:	L'Été de la Saint-Martin	
Packer:	Durtol, Aviateur	Macmillan
Rosmer:	L'Anneau vert	Longmans Green
Titterton:	Jeunesse	Longmans Green
*Modern French Stories		Nelson
*Oxford Rapid Reading Texts		Oxford University Press
*Rapid Reading Series: (ed. Siepmann)		Macmillan

GRADE XII

The programme as outlined for Grade XI will be continued in Grade XII, the work of these two grades constituting the second unit in the French course and having the same general objectives throughout.

The teaching time allotted to the subject (240 minutes a week) should be evenly divided between *reading* and *writing*, three class-periods for each. A large proportion of the time of *all* classes should be devoted to oral practice and training in aural comprehension.

The amount of reading prescribed for this grade is 400 pages, of which 65% should be prose, 30% drama, and 5% poetry. Three lists of texts are appended for the guidance of teachers. The first of these is for *intensive* reading. One hundred and twenty-five pages should be read from this list. Two periods a week should be allotted to this type of reading, and class exercises based on these texts should include oral reading, dictation, memorization, word-study, summaries, questions and answers—all in French. There should be as little translation as possible from French into English. These class methods should be reflected in the examinations, in which no translation at all of the intensive reading texts should be required. The second list is for *extensive* reading, of which 125 pages are to be read. The selection should be made by the teacher. Texts other than those recommended may be chosen, some possibly from the intensive list of Grade XI. They should be fairly simple and should include some French-Canadian selections. Extensive reading should be mainly an exercise in silent reading under the direction of the teacher, and one period should be devoted to it each week. As this will be reading "at sight," no home preparation should be required. There should be a definite assignment, to be completed within a specified time-limit in the class-period. This should be followed by a series of questions on content, summaries, word-study and oral reproduction. There should be no exercise in translation and little or no emphasis placed on grammar. The third list is for *outside* reading. The pupil should read 150 pages. He should be allowed to make his own selection from this list, or from the list recommended for extensive reading in Grade XI, or elsewhere, provided his choice meets with the approval of the teacher. A close check on this outside reading should be made by the teacher at regular intervals.

The emphasis placed in Grade XI on the writing of French will be continued in Grade XII. The remaining thirteen lessons of "Cours moyen de français, Part 1," to be covered during this year, will provide the necessary practice in translating from English into French, in answering questions in French and in writing free composition. Three periods a week should be devoted to this part of the course.

Dictation should constitute an important part of the class work and a correspondingly important part of the examination. For the purpose of examination, a paragraph of about 100 words, based on the vocabulary and grammar of "Cours moyen de français," should be prepared by the teacher, and read to the class, a first time slowly and distinctly right through to the end; then a second time, phrase by phrase, slowly enough to be written down, and finally once more, sufficiently slowly for the pupils to make corrections.

The teacher should endeavour to couple with all instruction as much information as possible concerning French civilization and culture, history, geography, political life, social life and customs. The use of *realia* of all kinds is strongly recommended. Maps, pictures, post-cards, posters, lantern-slides, films, newspapers and magazines will greatly stimulate interest and encourage outside reading. The phonograph and radio can be of great assistance in improving aural comprehension.

By the end of Grade XII the pupil should be able to read ordinary French with ease and understanding. He will have to consult the dictionary occasionally, but he should have acquired a passive or recognition vocabulary of at least 3,500 words of highest frequency as listed in Vander Beke's "French Word Book" (Macmillan) or Landry's "Graded French Word and Idiom Book" (Copp, Clark). His active vocabulary, for speaking and writing, should comprise all the words and idioms of "Cours moyen de français, Part 1," and any others included in the first 1,500 listed in the word-books mentioned above. He should have an accurate knowledge of the essentials of grammar and should be able to understand simple, spoken French and express himself orally and in writing with a fair degree of accuracy.

Vocational Schools will follow the above outline for classes enrolled in the General Course. Schools which have organized in Grades IX, X, XI courses in French especially suited to the requirements of the other courses which they offer (e.g., Household Arts, Commercial, etc.) may continue these courses in Grade XII.

In all such courses the pupil should, by the end of Grade XII, have acquired an accurate knowledge of the essentials of French Grammar, should have read at least 600 pages of carefully graded texts, including material on the geography, life, customs, etc., of France and of French Canada, and should be able to understand simple, written and spoken French.

His active vocabulary (i.e., for the purpose of expressing himself in French) should be based on words particularly applicable to the course in which he is enrolled. His passive or recognition vocabulary (i.e., for reading purposes) should be as extensive and varied as the time allotted to the study of French will permit.

TEXTS

Intensive Reading

PLAYS

Acremant:	Ces Dames aux chapeaux verts
Augier et Sandeau:	La Pierre de touche
France:	La Comédie de celui qui épousa une femme muette
Guitry:	Pasteur
Labiche:	Les Deux Timides
Labiche et Jolly:	Le Baron de Fourchevif
Labiche et Martin:	La Poudre aux yeux
Labiche et Martin:	Le Voyage de Monsieur Perrichon
Sandeau:	Mademoiselle de la Seiglière
Vildrac:	La Brouille

NOVELS AND SHORT STORIES

Ernest Choquette:	Les Ribaud
Daudet:	La Belle-Nivernaise
Daudet:	Le Petit Chose

Dumas:	Le Comte de Monte-Cristo
Dumas:	L'Homme au masque de fer
Dumas:	La Tulipe noire
Énault:	Le Chien du Capitaine
France:	Le Livre de mon ami
Theuriet:	L'Abbé Daniel
Verne:	Le Tour du monde en quatre-vingts jours

Episodes from "Les Misérables," such as "Les Chandeliers de l'Évêque," "Cosette," "Gavroche."

Short stories by Coppée, Daudet, Erckmann-Chatrian, Maupassant, Mérimée, etc.

TALES OF MYSTERY AND ADVENTURE

Bernay:	L'Homme qui dormit cent ans
La Brète:	Aimer quand même
Leroux:	Le Parfum de la dame en noir
Level:	L'Île sans nom

The editions of the texts for Intensive Reading should not be of the *simplified* type.

Extensive Reading

PLAYS

Céppi, ed.:	L'Avocat Pathelin	Harrap
Courteline:	Une Lettre chargée	
Gyp:	Un Trio turbulent	
Labiche:	Un Jeune Homme pressé	
Maurey:	La Recommandation	
Maurey:	Rosalie	
Moinaux:	Les Deux Sourds	
Scribe:	Le Verre d'eau	
Sonai et de Polhes:	La Plaisanterie	
Varnès:	Service d'ami	

STORIES

Harry Bernard:	La Dame blanche
	L'Homme tombé
	La Maison vide
Deulin:	Contes de Flandre
Lichtenberger:	La Petite Sœur de Trott
	Mon petit Trott
Maxine:	Le Petit Page de Frontenac
Rebald:	Malficeli
	Pucinar
Renard:	La Montagne aux neiges éternelles

MISCELLANEOUS

Chinard:	Scènes de la vie française	Ginn
Melançon:	Par terre et par eau	
Pargment:	Gens et choses de France	Macmillan
Roz:	Souvenirs d'un lycéen français	Century
Schoell:	Le Paris d'aujourd'hui	Holt

Simple poems by Choquette, Crémazie, Fréchette, Hugo, Lamartine, Blanche Lamontagne, Musset, Vigny.

Outside Reading

STORIES

Bégouen:	Quand le mamouth ressuscita	Larousse
Corthis:	Les Rameaux rouges	Larousse
Dumas:	Histoire d'un casse-noisette	
Genestoux:	Une Folle Équipée	Arnold
Genestoux:	Toutou à Paris	Arnold
Loti:	Le Roman d'un enfant	
Pergaud:	Histoires de bêtes	Heath
Ségur:	Un Bon Petit Diable	Arnold
Ségur:	Mémoires d'un âne	
Roe, ed.:	Tales of Adventure from Modern French Authors	Longmans
	Tales of Real Adventure from Modern French Authors	Longmans
Toudouze:	Le Petit Roi d'Ys	

Simple fairy tales, folk lore and legends, such as those by Guerber, Lenôtre, Perrault, Revel.

MISCELLANEOUS

Coissac:	Jeanne d'Arc, la bonne Lorraine	Larousse
Eisenmenger et Level:	Avec l'Oncle Émile à travers la France	Harrap
Lumet:	Pasteur et ses décourvertes	Hachette
Macé:	Histoire d'une bouchée de pain	Gage
Manley:	Oncle Henri chez les Français	Gage

A FEW REFERENCE BOOKS FOR THE TEACHER

Concise Oxford French Dictionary—Oxford University Press.

Grammaire Larousse du XXe siècle—Librairie Larousse, Paris.

Harrap's Standard French and English Dictionary—Clarke, Irwin & Co.

Aids for the French Teacher, Heimers, L.; Stechert—Clarke, Irwin & Co.

Introduction to France, Morize and Rice—Macmillan & Co.

Nouveau Petit Larousse illustré—Librairie Larousse, Paris.

The Modern Language Teacher's Handbook, Oliver, T. E.—Copp, Clark.

Syllabus of Minima in Modern Foreign Languages—Board of Education, City of New York.

GERMAN

GRADE X

The objectives in the study of German in Ontario schools are in the main identical with those in French, viz., an understanding and appreciation of the German people to be gained through the medium of their literature, and the ability to communicate with them in their own language. As in the study of French, the emphasis should, especially in the early stages, be put on reading for comprehension. This does not preclude the translation of an occasional difficult word or phrase when that seems to be the only way to ensure comprehension.

At the outset only sufficient grammar should be taught to make comprehension attainable. Although formal grammar is not to be stressed, it is essential to learn fundamental rules and paradigms and to aim at accuracy throughout.

Since the reading method is to be stressed, the pupil must be supplied with interesting and well-graded reading material. Only by reading, will he acquire a sense of power over the language and the ability to understand the people whose language he is studying. The emphasis on reading should make it possible for the pupil to read considerably more than he has read in the past and to read with much more enjoyment than hitherto.

While the reading objective is of prime importance, it is recognized that the speaking and writing of German are valuable achievements in themselves; they also stimulate the interest of the pupil and bring to him a sense of accomplishment. As much oral use of the language as possible should be made.

It is believed that the objectives mentioned can be attained through the use of "Lernen Sie Deutsch" (Holt & Co.).

The first twelve lessons should be covered in Grade X and the rest of the book in Grades XI and XII. Additional exercises will be prepared to supplement the work in grammar in Grade XII. About 80 pages of reading should be done in Grade X, in addition to the reading contained in "Lernen Sie Deutsch." Suitable material for this purpose will be found in "Allerlei" (Chicago-Heath).

GRADE XI

By the end of Grade X the pupil should have covered the first twelve lessons of "Lernen Sie Deutsch" and should, in addition, have read at least "Allerlei" (Chicago-Heath) or its equivalent. In Grade XI the rest of "Lernen Sie Deutsch," i.e., lessons thirteen to twenty-five, should be covered, and in addition the pupil should read "A Graded German Reader" (Croft & Co.) or a similar amount of reading matter of approximately the same difficulty.

German poetry should be introduced at this stage and the pupil should be expected to memorize some of the better-known German lyrics. The anthology of poetry included in the High School German Reader (Lang and Needler) is one of the best available and it will continue to be used in the schools.

By the end of Grade XI the pupil should have finished "Lernen Sie Deutsch" and read at least 225 pages of prose in addition to some of the simpler German poems in Part I of the High School German Reader. At this stage he should be able to understand simple German and read it with pleasure.

In schools in which the study of German is begun in Grade XI, it will be necessary for the teacher to teach, at the outset, those parts of the grammar that will enable the pupils, as soon as possible, to read and comprehend simple German such as is suggested for Grades X and XI. The whole course for Grades XI and XII, however, should be planned carefully so that it will be possible to cover in two years the entire course in grammar, namely, "Lernen Sie Deutsch" with some additional exercises and also to read approximately 500 pages of German of suitable difficulty.

GRADE XII

By the end of Grade XI the pupil should have covered "Lernen Sie Deutsch" and have read at least 225 pages of simple German. In Grade XII "Lernen Sie Deutsch" will be reviewed until a thorough knowledge of it is attained. One class-period a week should be sufficient for this. In this grade emphasis will, for the first time, be placed upon the writing of German and translation from English into German. Additional exercises will be prepared as a supplement to the grammar. These include drill on word-formation, vocabulary and idiomatic expressions, with translation of sentences and paragraphs from English into German based on the selections contained in "Lernen Sie Deutsch". A list of the commonest strong verbs with their principal parts and drill exercises on the same will be included in this supplement. These supplementary exercises should, in no case, be begun in Grades X and XI. One class-period a week should be devoted to this section of the work.

The amount of reading prescribed for this grade is 250 pages, of which 70% should be prose, 20% drama and 10% poetry. As in the case of French, three lists of texts are appended for the guidance of teachers and each list is to serve the same purpose as the corresponding list in French. Approximately 100 pages will be read from the list of texts for intensive reading and 75 pages from each of the other two lists. Three or four class-periods a week should be devoted to reading and should include as class exercises oral reading, dictation, memorization, word-study, summaries, questions and answers—all in German. There should be a minimum of translation from German into English. No translation at all of the texts used in intensive reading should be required in the examinations for Grade XII.

As the value and beauty of German poetry cannot be over-emphasized, 25 pages selected from Part II of "The High School German Reader" should be read in this grade.

Correct pronunciation should be insisted on at all times, and writing from dictation should constitute an important part of the class-work as well as of the examination. A paragraph of about 100 words based on the vocabulary and grammar of "Lernen Sie Deutsch" should be prepared for examination by the teacher and the method of examining suggested in French should also be followed in German.

By the end of Grade XII the pupil should be able to read ordinary German with comparative ease and understanding. Of course he will have to look up occasional words in the dictionary, but he should by now have a passive or recognition vocabulary of at least 2,000 words of highest frequency as listed in Wadeputh and Morgan's Minimum Standard German vocabulary (Crofts and Co.). His active vocabulary, for speaking and writing, should comprise all the words and idioms of "Lernen Sie Deutsch". He should know the essential elements of grammar and should be able to express himself orally and in writing with a fair degree of accuracy.

SUGGESTED TITLES FOR READING IN GRADE XII

Intensive

PLAYS

Benedix:	Der Prozess	
Benedix:	Günstige Vorzeichen	
Elz:	Er ist nicht eifersüchtig	
Fulda:	Unter vier Augen	
Manley and Allen:	Four German Comedies	Ginn
Steinitz:	Ehedrama im Nebenhaus	Harrap
von Kotzebue:	Schneider Fips	Harrap
von Kotzebue:	Das Posthaus in Treuenbrietzen	Harrap
Wilhelmi:	Einer musz heiraten	

NOVELS AND SHORT STORIES

Baumbach:	Nicotiana und andere Geschichten	Heath
Betz:	Aus der Jugendzeit	Heath
Diamond and Reinsch:	Nachlese	Holt
Földes, Jolan:	Peter verliert nicht den Kopf	Harrap
Fröschel:	Himmel, meine Schuhe!	Heath
Gerstäcker:	Der Wilddieb	Heath
Gerstäcker:	Irrfahrten	Heath
Goethe:	Vicar of Sesenheim	Holt
Goethe:	Sesenheim	Heath
Kästner:	Die verschwundene Miniatur	Heath
Müller-Partenkirchen:	Kaum genügend	Holt
Sapper:	Frieder; im Thüringer Wald	Crofts
Sapper:	Die Familie Pfäffling	Crofts
Storm:	Immensee	
von Nohara:	Abenteuer in Berlin	Crofts
	Leicht und Neu	Crofts

Extensive

PLAYS AND DRAMATIZED STORIES

Hartley:	Die Abenteuer von Paula und Peter	Univ. of London
Kästner:	Emil und die Detektive	Bell & Sons
Hartley:	Hüben und Drüben	Heath
Brockie and Ritter:	Kommt mit!	Bell & Sons

SUGGESTED TITLES FOR READING IN GRADE XII

NOVELS AND SHORT STORIES

Berkner:	Elf Fussballjungs	Macmillan
Diamond, Reinsch and Schomaker:	Kleiner Garten	Holt
Dittmer:	Spiel mit Wolken und Winden	Macmillan
Durian:	Kai aus der Kiste	Macmillan Holt
Durian:	Stabus	Macmillan
Kästner:	Emil und die drei Zwillinge	Bell & Sons Holt
Kästner:	Pünktchen und Anton	Heath
Matthews:	Robby kämpft um seine Freiheit	Holt
	Vier Abenteuergeschichten	Macmillan
Roggeveen:	Der Radio-Detektiv	Macmillan Oxford
Stansfield:	Karin geht in die Schule	Univ. of London
Thoma:	Cora, Vier Lausbubengeschichten	Heath

Outside Reading

PLAYS AND DRAMATIZED STORIES

Die Ferienkolonie:	Oxford
Franzl besucht Berlin:	Oxford
Zehn Ziehen den Rhein hinauf:	Oxford

NOVELS AND SHORT STORIES

Bauer:	Das Geheimnis des Jannshofs	Oxford
Hennings:	Klein Heini	Holt Harrap
Hagboldt:	Graded German Readers (2, 3, 4)	Chicago Heath
Italiaander:	Gebrüder Lenz auf Tippelfahrt	Oxford
Malkowsky:	Peter Krafft, der Segelflieger	Oxford
Müller-Partenkirchen:	So ist das Leben	Heath
Zwick:	Das schwarze Segel	Oxford
	Münchhausens grossartige Reisen und Abenteuer (ed. Klinck)	Pitman
	Lin-Hai-Fo in Deutschland	Nelson

A FEW BOOKS OF REFERENCE FOR THE TEACHER

Cochran, E. E.:	A Practical German Review Grammar	Prentice-Hall
Curme, G. O.:	A Grammar of the German Language	Macmillan
Duden, Konrad:	Der Grosse Duden in 4 vols. Vol. 1, Rechtschreibung der deutschen Sprache und der Fremdwörter Vol. 2, Stilwörterbuch der deutschen Sprache Vol. 3, Grammatik der deutschen Sprache Vol. 4, Bildwörterbuch der deutschen Sprache	Clarke, Irwin

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| Engel, Eduard: | Gutes Deutsch | |
| Muret-Sanders: | Enzyklopädisches Wörterbuch der
englischen und deutschen
Sprache | Clarke, Irwin |
| Oliver, T. E.: | The Modern Language Teacher's
Handbook | Copp, Clark |
| Der Sprachbrockhaus: | | Clarke, Irwin |
| Syllabus of Minima in Modern Foreign Languages : | | Board of Education
City of New York |
| Vietor, Wilhelm: | Deutsches Aussprachewörterbuch | |
| Wustmann, Rudolf: | Sprachdummheiten | |

SPANISH

GRADE XI

The objectives in the study of Spanish in Grade XI are largely the same as those of French in Grade IX. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. It is believed that these objectives can be attained through the use of Keniston's "Learning Spanish" (Holt and Company). The entire book should be covered in Grade XI.

While the learning of formal rules should not be stressed, one cannot learn a language without knowing its forms. This is especially true of a language like Spanish, where person and number, mood and tense are all expressed by the endings of verbs. All forms are presented in such a way that the pupil may work out for himself the principles involved.

Accuracy of pronunciation should be aimed at. As the author of "Learning Spanish" states, pronunciation and oral practice are a part of the book from the beginning to the end.

GRADE XII

The methods outlined for Grade XI should be continued in Grade XII. The text-book prescribed for Grade XI, Keniston's "Learning Spanish" (Holt & Co.), should be carefully reviewed and the composition exercises contained in the "Supplement to Learning Spanish" should be done in Grade XII.

For the work of Grade XII "A New Spanish Reader" by Ford and Cano (Holt and Company) is also prescribed. This book contains nineteen stories which have been chosen from the standpoint of interest and literary value. In preparing this text the authors have been guided by the principle that "one of the main objects in studying any foreign language is the attainment of the power to read the language in question as one reads one's native tongue, not by mental translation but by direct and immediate comprehension." The types of exercises employed are carefully explained to the teacher and suggestions are offered as to their use in classes.

ITALIAN

GRADE XI

The objectives in the study of Italian in Grade XI are largely the same as those of French in Grade IX. Comprehension should be the primary objective, and at the outset only sufficient grammar should be taught to make its achievement possible. Accuracy of pronunciation should be aimed at.

It should be possible to attain these objectives by using Russo's "First Year Italian" (Heath and Company). The entire book should be covered in Grade XI.

"First Year Italian" is a grammar, reader and conversation manual at the same time. As the author states, pronunciation should be taught step by step, using the exercises presented at the beginning of each lesson in the first half of the volume. Each particular sound is treated independently, beginning with the vowels and those consonants which are pronounced almost identically in English and Italian. The rules of pronunciation given in the Introduction and in the Appendix are to be used exclusively for reference. The book is divided into six parts, three of which should be covered in the first half of the year, and the remaining three in the second half. "First Year Italian" tells how Italians live and act; it is rich in cultural information about Italy, and it contains a great deal of exercise material, in grammar, reading, dictation, conversation, etc. It is beautifully illustrated and these illustrations may be used as subjects of conversation to arouse the interest of the pupils. The "foreword" contains valuable information concerning the use of the book.

GRADE XII

Russo's "First Year Italian" should be reviewed in Grade XII. In addition to this the following books should be covered in this Grade: "Beginners' Italian Reader" (Heath and Company) by Wilkins and Santelli; "Cuore" (Heath and Company) by De Amicis. The aim of the editors of the "Beginners' Italian Reader" has been to present reading texts, graduated in difficulty, which will give some conception of the life, customs and great men of Italy, and of her vast heritage in art and literature. The book contains abundant exercise material for oral practice, dictation, written and oral reproduction, etc. "Cuore" contains the reminiscences of an Italian schoolboy and these reminiscences are interspersed with short realistic stories. In order to make this masterpiece of De Amicis available for classroom use, the editors have taken certain liberties with the text, but the changes, in most cases, consist merely of omissions; where words and phrases are substituted, in the interest of simplicity, great care has been taken to avoid doing violence to the style of De Amicis. At the end of the book there are various exercises, questions on the text to be answered in Italian, exercises of completion, etc.

ITALIAN GRADE XI

The objectives in the study of Italian in Grade XI are largely the same as those of Grade X. Comparisons should be made between the two languages and the student should be able to recognize the differences. The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages.

The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages. The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages. The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages.

GRADE XII

The objectives in the study of Italian in Grade XII are largely the same as those of Grade XI. Comparisons should be made between the two languages and the student should be able to recognize the differences. The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages. The student should be able to recognize the differences between the two languages and the student should be able to recognize the differences between the two languages.